

# 2017 Annual School Report

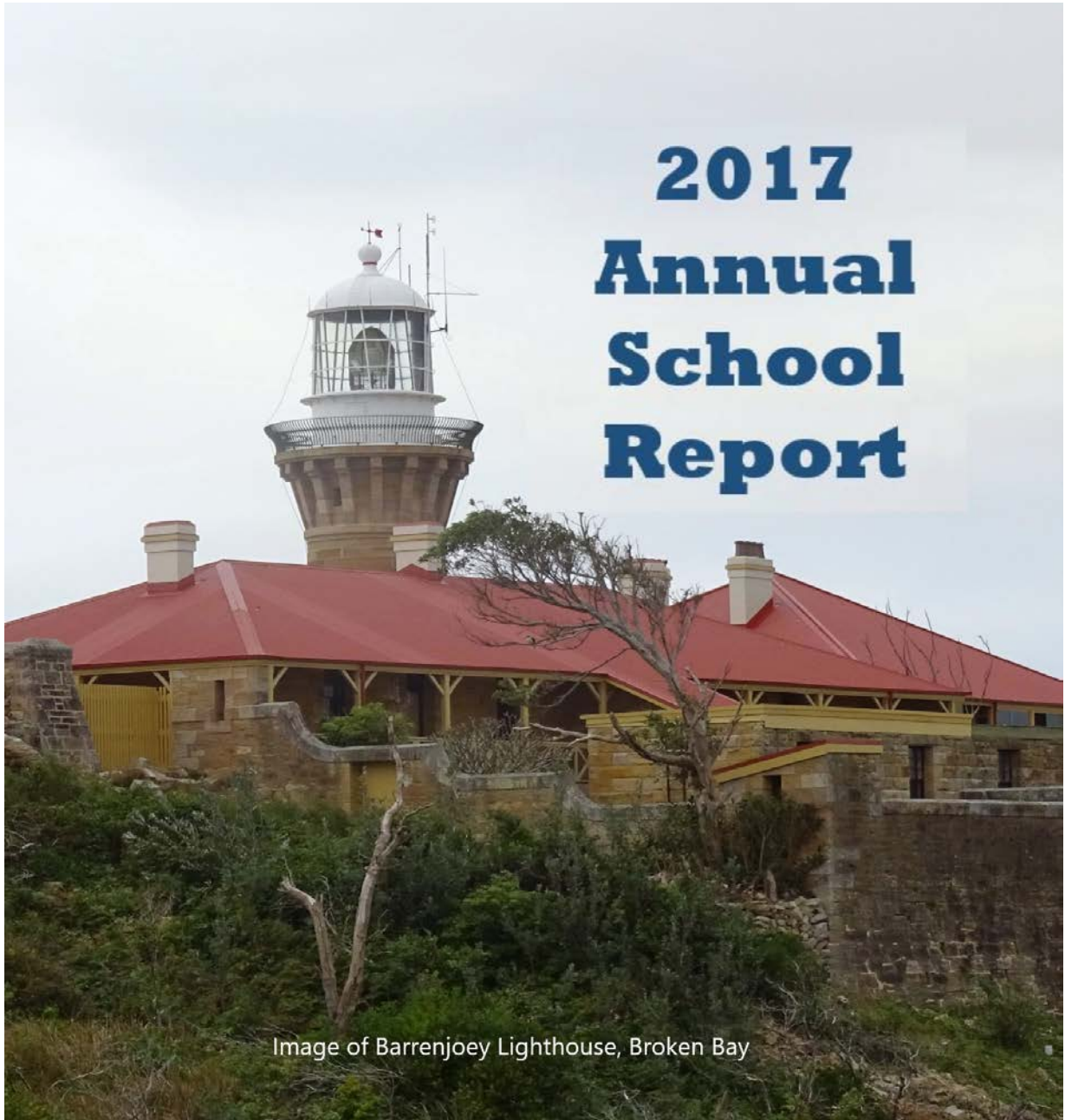
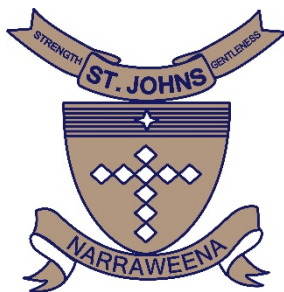


Image of Barrenjoey Lighthouse, Broken Bay



## St John the Apostle Catholic Primary School, Narraweena

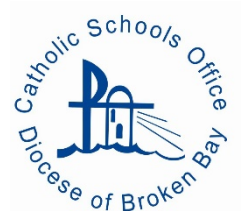
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## ABOUT THIS REPORT

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St John the Apostle Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

Our key purpose as a Catholic school is to educate and form young people in missionary discipleship. We do this in partnership with our parents and our Parish and with the support of our diocese. We believe that it is through direct experience within their own community that children have the best opportunity to actually be formed in this way. This report gives the reader insight into the experiences offered to our children and families throughout the year.

St John's has a School Improvement Plan (SIP) in place. This report will use the three domains of our SIP as a reference for its content. These domains include Teaching and Learning, Mission, Pastoral Care (incorporating student wellbeing).

2017 was a particularly challenging year for our community given the sad loss of one of our Year 4 students, one of our teachers and the loss of a teacher's husband. These losses were significant for us and we were grateful for the support provided to our community. Our thoughts and prayers remain with the families involved.

### **Parent Body Message**

The Parents and Friends (P&F) of St John's met regularly during 2017. The group supported the SIP by hosting opportunities for parent engagement in the educational agenda of the School; organising community building activities and assisting with fundraising for upgrading of the School's play equipment area.

The P&F group very much appreciates the assistance given by many volunteer parents throughout the year. Class parent volunteers helped to build a sense of belonging and community within their class groups by organising a number of social events. They also supported teachers by encouraging and organising parent assistance in classrooms and for excursions and other events.

The activities of the P&F included the running of the school canteen, the second hand uniform shop, book club and student banking. Parents generously volunteered their time and expertise to ensure these activities provided valued service to our children and families. The P&F executive wish to thank all parents who were involved in its activities and in supporting the School during the year.

### **Student Body Message**

The students of St John's had a very busy year. Our student leadership teams worked hard to support the School and other students. Our Sport Team ensured all children participated enthusiastically in our colour house sport days and events. Our Wellbeing Team provided opportunities for our students to be mindful of looking after themselves and others and were particularly helpful during our wellbeing weeks each term. Our Playground Team looked after rosters and recess and lunchtime events and activities providing lots of interesting things for the students to do when on breaks. Our Mission Team supported the activities of our Parish especially in terms of outreach to the local, national and international community. They contributed significantly to many initiatives provided during the year. Our Technology Team ensured that our technology equipment was well looked after, as well as providing support to teachers and students. We were pleased with the support we had from the teachers and other students during the year and we thank our Student Representative Councillors who ensured that the opinions and ideas of classmates were heard at regular meetings.

### **Parish Priest's Message**

The Parish of Warringah sees both its schools as a very important part of the mission of the Church within the local context. St John's provides enthusiastic support for the Parish of Warringah. I congratulate the School on the way in which it encourages its students and families to take part in the faith life of the Parish. This has been achieved through the regular provision of school masses; masses with the Parish each month on Saturday evenings; class attendance at mass on a regular basis during the week; the celebration of Reconciliation and participation in and support of the Parish Sacramental Program. I am also grateful for the regular opportunities provided to the children to engage in prayer as a class and as a whole school. I look forward to continuing my work with the parents, teachers and children of St John's as Parish Priest so that together, we build a strong faith life within our community.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

St John the Apostle Catholic Primary School Narraweena, is a Catholic systemic co-educational school.

The school enrolment during the past year was 359. Children were organised into 15 classes. There were two classes in Kindergarten, Year One and Year Three; three classes in Year 2 and Year 4 and three composite classes in Year 5/6. The School continued to host a satellite class of students needing special support from St Lucy's Wahroonga and these Year 5 and 6 students were provided opportunities to be a part of life in a mainstream school.

Apart from their classroom teachers, students are supported by specialist teachers for Physical Education and Sport; Music and Drama; Library, ESL and Learning Support. The School provided access to a range of extra curricula activities through outside providers including keyboard classes, access to tutoring in a range of musical instruments, robotics classes, coding classes, relaxation and meditation classes and singing classes.

Families are provided with access to before and after school care and vacation care. A playgroup runs every second and fourth Tuesday from 9 -11am during school terms. This is run by a volunteer and members of the School and local community are welcome to attend.

Plans are being developed for upgrading the School's play equipment area. This area will be enhanced to include an environment that is more focused on imaginative and creative play, especially for the younger children. While play equipment will remain, new equipment will provide children a range of imaginative choices for self-directed play. The P&F is working with the School to help fund this project.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
189	170	124	359

\* Language Background Other than English

### Enrolment Policy

The School follows the *Enrolment Policy for Diocesan Systemic Schools*. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2017 was 93.39 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93 %	94 %	93 %	95 %	92 %	94 %	93 %

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School website](#). The following information describes the staffing profile for 2017:

<b>Total number of teaching staff by NESA category</b>	27
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	27
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
<b>Total number of staff</b>	34
Number of full time teaching staff	13
Number of part time teaching staff	14
Number of non-teaching staff	7



## Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

<b>Day 1</b>	Planning time followed by implementation of Mathematics Assessment Interviews (MAI) with each child in the school
<b>Day 2</b>	Focus on caring for the Earth and creation in a sustained way - unpacking Laudato Si - Papal Encyclical
<b>Day 3</b>	Focus on conceptual teaching of numeracy via two twilight sessions each three hours.

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## SECTION FIVE: MISSION

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As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

The School's Mission SIP goal challenges us to inspire faith through relevant and meaningful experiences. This has been actioned in a variety of ways during 2017. The work on the development and evaluation of personal discipleship goals continued with a stronger focus on whole class understanding of a shared class goal and the extent to which this was being achieved. In this way, classes were able to more easily identify and integrate discipleship goals that related to work being directly covered in class.

Staff attendance at a combined spirituality day on the Papal Encyclical *Laudato Si* (Care for our Common Home) by Pope Francis provided teachers with inspirational ideas on how to incorporate environmental education into their work with the children. Challenge Based Learning (CBL) was incorporated into a Year 2 and a Year 3 class following on from the spirituality day with a *big idea* of sustainability. From this, students were observed to show interest in caring for and in developing the School's Eco Garden. The School's waste and recycling processes were also reviewed as a result of student investigations from CBL experiences.

Social justice maintained its strong emphasis with activities being strongly linked to the School's core values and discipleship goals. Continued support was provided to Project Compassion for Caritas Australia; a Mission Day and Talent Quest for Catholic Mission was scheduled; funds were collected for the Sisters of Mercy Mission in Candela Peru and for the St Vincent de Paul Christmas hamper drive.

School and Parish masses continued to have good support from the community. Children undertook a variety of ministries during these celebrations and parents were generous in their support of hospitality following masses via the family sausage sizzles. Staff and parents supported the Parish Sacramental Program and stronger representation of parents as facilitators was observed this year due a combined effort by the Parish and School to recruit and train new volunteers.

**Primary Curriculum**

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The School's focus was on authentically engaging students in relevant learning experiences. This was evidenced in the goal setting processes the children engaged in with their teachers and parents. Monitoring and giving feedback on student progression towards learning goals remains an important focus of the School.

The children were involved in finding meaningful ways of achieving Catholic discipleship goals; several classes embraced a CBL approach requiring students to identify a real world issue, complete research about that issue and generate achievable solutions to the issue. Students in Year 3 focused on improving waste reduction and recycling processes while Year 2 used the Eco Garden to study manageable food productions and life cycles.

Senior classes used their leadership groups to bring considerable influence to the day-to-day running of the School and to have impact on developing positive and supportive relationships. The work in teaching Mathematics in a more conceptual way continued as well as sustaining the focus on improving writing. The children and staff were engaged in extensive learning in a range of areas.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	64.71 %	55.50 %	5.88 %	10.50 %
	Reading	70.59 %	51.60 %	3.92 %	10.00 %
	Writing	56.86 %	44.60 %	0.00 %	7.50 %
	Spelling	58.82 %	45.60 %	7.84 %	13.10 %
	Numeracy	50.94 %	39.80 %	1.89 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	41.67 %	34.40 %	19.44 %	17.50 %
	Reading	52.78 %	37.00 %	5.56 %	14.60 %
	Writing	25.00 %	15.80 %	13.89 %	19.40 %
	Spelling	27.78 %	34.30 %	2.78 %	14.10 %
	Numeracy	32.43 %	27.90 %	13.51 %	14.60 %

## **NAPLAN Comments**

When compared with the previous year, 2017 results in Year 3 show an increase in the percentage of students in the top two bands for Numeracy, Spelling, and Reading with a reduction in the percentage of students in the lower two bands in the same areas. The same comparison shows a slight decrease in the percentage of students in the top two bands in Year 3 in Grammar and Punctuation and Writing and a small increase in the number of students in the lower two bands in these areas is noted.

When compared with the previous year, 2017 results in Year 5 show an increase in the percentage of students in the top two bands for Grammar and Punctuation and an increase in the percentage of students in the lower two bands in this area. Reading results stabilised. There was an increase in the percentage of students in the top two bands for Writing but also an increase in the percentage of students in the lower two bands for Writing and Spelling. While Numeracy results showed a very slight decrease in the percentage of students in Year 5 in the top two bands, it also showed an increase in the number of students in the lower two Numeracy bands.

Students continue to produce results that are above national figures in most areas of the NAPLAN assessment, however, there are areas that are in need of attention. These results challenge the School to lift the performance of students in the middle bands into the top two bands. Teachers will continue to reflect on teaching practice and its effectiveness through professional learning experiences as well as reflecting on the actual effect that practice has on student achievement. The NAPLAN results affirm the School's direction in professional learning in the areas of Writing and Numeracy (with a focus on counting and place value). Future professional learning will include a study of best practice in the area of Spelling in Writing.

### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

### **Behaviour Management and Student Discipline Policy**

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

### **Anti-Bullying Policy**

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

## Complaints Handling Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

## Initiatives Promoting Respect and Responsibility

The School uses the Positive Behaviour for Learning approach (PBL) to student behaviour and management. There is a student Wellbeing Team and an adult Wellbeing Team (including parent representatives) in place. Both teams meet regularly with the goal of ensuring the School culture is focused on safety, respect, and responsibility. The student Wellbeing Team organised activities to support their schoolmates during Wellbeing Week each term. These included meditation sessions and the organisation of dress up and fun days. The adult Wellbeing team helped the whole community focus on respect and inclusion through its participation in Harmony Day and Anti-Bullying Day along with associated activities.

The School developed a *Behaviour Consequences Matrix* with the student body in order to make consequences for misbehaviour more explicitly connected to the PBL rules matrix. Teachers consistently used the matrix with students to assist in decision-making about behaviour consequences which increases the level of responsibility for behaviour in the School.

Staff worked to embed *Social and Emotional Learning* (SEL) in the curriculum and across school practice with the above teams introducing initiatives and monitoring school climate and culture. Staff monitored student SEL through the use of an SEL continuum. Initiatives such as *Positive Activities Teaching Children Healthy Habits* (PATCHH) provided opportunities for children to develop social and coping skills; initiatives put in place at break times such as Gardening Club, Lunch Club, chess, handball competitions and Coding Club provided opportunities for inclusion and social engagement for children.

Parent education opportunities were provided in the area of transition and parenting skills (using the *1, 2, 3 Magic* program) both in groups and on a one to one basis. There were many opportunities for connections to be made between parents and the School via parent/teacher meetings and interviews, involvement in classrooms, excursion supervision and engaging socially via the Class-Parent network. The School's Family Liaison Officer worked closely with families in need providing support and resources whenever required. The School placed considerable effort into providing parents with opportunities to connect and belong.



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## SECTION NINE: SCHOOL IMPROVEMENT

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan *Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

The SIP domains and improvement associated with each are listed below;

Mission: *To inspire faith through relevant and meaningful experiences.*

- The students identified discipleship goals on a class basis and assessed themselves on the extent to which they were able to achieve these goals. Processes associated with the School's *Core Values Awards* were reviewed and reinvigorated; this necessitated revisiting understandings of the School's Core Values.

Teaching and Learning: *To authentically engage students in their learning*

- Teachers are stronger at conceptual teaching in Mathematics and more focused on student learning in Writing through the use of Guided Writing. The implementation of Challenge Based Learning in different classes and grades offered authentic learning experiences for the students.

Pastoral Care and Wellbeing: *To improve student resilience and wellbeing*

- Staff worked with students experiencing the grief and loss associated with losing a classmate and school friend as well as one of our teachers. This raised levels of empathy and care for each other across our school. The work in building positive relationships improved the sense of care for students and each other.

### Priority Key Improvements for Next Year

2018 is a year of self-review for the School. This will mean preparation for compliance and a process of self-reflection that will result in the evaluation of and, if necessary, the adjustment of the SIP.

The focus for 2018 will be on teaching and learning practice in order to encourage students to continually improve. In doing so, the School will explore ways to effectively engage parents in the School's learning agenda so that they can be an authentic part of the work with their children.

The priority remains to educate and form students in Catholic missionary discipleship and, with the appointment of our new Parish Priest, to work more closely with the Parish in this task.

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## SECTION TEN: COMMUNITY SATISFACTION

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

Based on observation over the year and on anecdotal feedback, parent satisfaction with the School was very strong in relation to the provision of experiences related to faith and engagement in Parish Family Masses. Parent feedback concerning the transition to school and high school experiences was also positive. Attendance at parent, teacher and child interviews was very high at the beginning of the year and following the distribution of Semester 1 reports. *KidsMatter* survey data reveals that parents are often not fully aware of what the School is offering children and families. P&F meetings and Advisory Council meetings provided feedback to the parent community about initiatives available to parents.

Parents felt they could approach teachers and that opportunities were provided for them to be involved in the life of the School. However, feedback indicated a need for the School to develop stronger links in its messaging across the range of communication channels which include the [School website](#), class web pages, push notifications through Flexibuzz and email communication.

### **Student Satisfaction**

The children were invited to complete a *KidsMatter* survey at the end of 2017.

92% of children in Kindergarten to Year 2 indicated that they 'felt safe at school' with 90% indicating they 'felt a sense of belonging'. Children in these grades gave a 94% agreement rating to the statement 'My teachers encourage me to take on new challenges'. In Years 3-6, 93% of children indicated they felt safe at school and approximately 91% of Year 3-6 students felt a sense of belonging. Teacher encouragement for taking on new challenges ranked at approximately 92%.

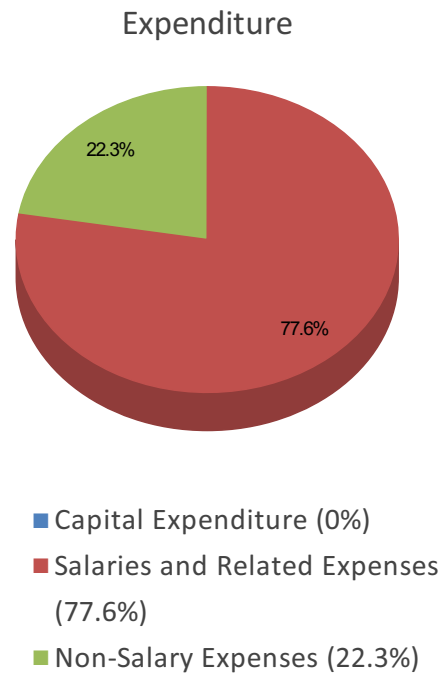
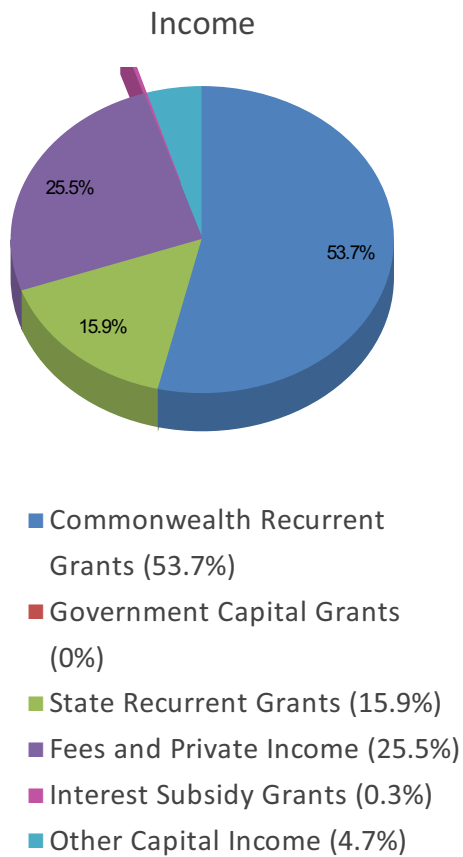
The results of the survey indicate that the children have a high regard for their teachers and their school. This affirms the effort being made to strengthen social and emotional learning opportunities across the School and to ensure positive relationships between staff, children and parents.

## **Teacher Satisfaction**

While no survey was issued concerning staff satisfaction, there is a range of observational and anecdotal information indicating a high level of staff satisfaction. Staff participation in voluntary school-based professional learning was high, as was their participation in social events within the community and amongst the staff. Conversation amongst staff was often centred on student learning and on student welfare. Teachers contributed to curriculum teams and often spent time out of hours organising and preparing for community events including reporting and interviews, family masses, Mother's Day, Father's Day and Grandparent's Day, excursions and sporting events. Staff meetings were characterised by involved discussion and high levels of professional interest and contributions. In a staff-created survey about professional learning, staff indicated a high value for collaborative learning strategies and a team-approach to learning. Teachers worked cooperatively with Class Parents and consistently provided opportunities throughout the year for parents to be engaged in their children's learning.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,292,081
Government Capital Grants	\$0
State Recurrent Grants	\$677,602
Fees and Private Income	\$1,088,999
Interest Subsidy Grants	\$11,362
Other Capital Income	\$200,143
<b>Total Income</b>	<b>\$4,270,187</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$947
Salaries and Related Expenses	\$3,161,473
Non-Salary Expenses	\$910,098
<b>Total Expenditure</b>	<b>\$4,072,518</b>